

FELLOWS FUNDED BY THE AUSTRALIAN GOVERNMENT OFFICE FOR LEARNING AND TEACHING

2016 Fellowships

Professor Iouri Belski

Royal Melbourne Institute of Technology
National Senior Teaching Fellowship

Programme Title: Educating the Edisons of the 21st Century: Embedding tools of the Theory of Inventive Problem Solving (TRIZ) into the engineering curriculum

Abstract: This Fellowship is aligned with the Government's vision for higher education in Australia to act as an engine of economic growth. This Fellowship will address the challenge faced by Australian engineering educators in graduating creative engineers, capable of developing novel products and services in a fiercely competitive global market. This challenge arises from the critical need for the Australian industry to outperform our neighbours by offering products and services that cannot be defeated in the market place on price alone. By means of constructing and promotion of a web-based repository of TRIZ (Theory of Inventive Problem Solving) educational materials this Fellowship will initiate and lead change in engineering curricula that will enable Australian engineering educators to eliminate the existing gap in generic skills between Australian 15 year-olds and their Asia-Pacific counterparts and will ensure Australian engineering graduates possess the most advanced generic skills of creative problem solving.

Professor Dawn Bennett

Curtin University
National Senior Teaching Fellowship

Programme Title: From theory to practice: Equipping and enabling Australia's educators to embed employability across higher education

Abstract: Employability has received significant attention in recent years. However, whilst the characteristics of employability are generally understood, the challenge of embedding employability development within higher education programmes remains in critical need of attention. Defining employability as 'the ability to find, create and sustain work and learning across lengthening working lives and multiple work settings', this Fellowship leads a strategic programme of change across higher education. Thus, the Fellowship responds to the demand for change within higher education (teaching) and among students and graduates (learning) by operationalising programme-wide employability development. The Fellowship emphasises the cognitive and social aspects of employability through which learners develop as individuals, professionals and social citizens. In collaboration with a scholarly community of experts, the Fellowship adopts a team-based approach to build the sector's capacity to prepare graduates who are active and intentional in the personal practices that support their work and learning.

Professor Sally Varnham

University of Technology Sydney
National Senior Teaching Fellowship

Programme Title: Creating a National Framework for Student Partnership in University Decision-Making and Governance

Abstract: This Fellowship builds on the momentum developed in the OLT Strategic Priority Project: 'Student Engagement in university decision making and governance'. Informed by comparative international research and a national survey of student engagement in university decision-making within Australia, the Fellowship will produce a national framework for student partnership in university decision-making and governance. The Fellowship will take an inclusive and collaborative approach, so that all stakeholders, from student leaders, student engagement staff, senior academics, Vice Chancellors, and policy makers will have opportunities to contribute to the framework. The project's international research has shown how student partnership through engagement is now firmly embedded in higher education sectors elsewhere and evidence shows clear benefits for universities and their students in enhancing the quality of teaching and learning and the educational experience of students. The outcomes from this Fellowship will contribute to the maintenance of Australia's international reputation as a provider of high quality university education.

Dr John Willison

The University of Adelaide
National Senior Teaching Fellowship

Programme Title: Putting student research mindsets to work for a coherent higher education

Abstract: This fellowship will accelerate Australian universities' momentum towards a systematic approach to developing discipline-specific, undergraduate, Masters and PhD student research skills that are useful for study, life and employment. This will be achieved through the deepening of established Australian state-based networks, as well as emerging New Colombo Plan (NCP) country networks, that have adopted the Research Skills Development (RSD) framework in many disciplines and contexts. Australian higher education has increasingly used researched-based-learning in undergraduate study and coursework Masters due to substantial potential benefits. However, learning-through-research may be distant from many commencing international and domestic students' skill bases, risking attrition and decreasing student enrolments. This proposed Fellowship will use the RSD to foster the growth of a community of educators and students with a shared understanding of and language for the educational enterprise, especially the development of research skills. This will enable students to graduate with research mindsets fit for the world of study and world of work.

Associate Professor Jo Coldwell-Neilson

Deakin University
National Teaching Fellowship

Programme Title: Unlocking the code to digital literacy

Abstract: Despite the widespread use of the term digital literacy, there is no common understanding of what is meant by it or what skills it entails. Through an exploration of the digital literacy literature and in consultation with academics, alumni and industry, this fellowship will build a shared understanding of digital literacy. It will develop a digital literacy benchmark for students entering and graduating from Australian higher education (HE) institutions, bridging the gap between school skills (as defined by the Australian National Curriculum) and workplace skills (as demanded by employers). This understanding will provide grounding and insight for disciplines to interpret digital literacy graduate learning outcomes in their context and thus, improve graduate employability. A diagnostic tool will be built which will provide a means to self-assess whether the assumed knowledge benchmark is reached and include pointers to resources so users can fill the gaps in their knowledge. The tool will be designed to be extensible and sustainable.

Associate Professor Trudi Cooper

Edith Cowan University
National Teaching Fellowship

Programme Title: Achieving economic sustainability for niche social profession courses in the Australian higher education sector - a nationwide collaborative strategy

Abstract: This Fellowship seeks to develop a nationwide collaborative strategy to improve economic sustainability and geographic availability of niche social profession courses. Niche courses in social professions meet specialist social needs in disability services, social gerontology, community mental health, and youth work. Small courses have become expensive for single institutions to offer, and availability of these important and valuable programmes has declined despite continuing need for specialist graduates. To improve learning opportunities for students and achieve collaboration, the Fellow will work with colleagues and professional bodies through her national networks to: 1) raise awareness of the need for urgent system-wide action; 2) establish a network of colleagues to help resolve these challenges; 3) work with these colleagues to find practical collaboration arrangements to improved availability of these courses; 4) develop a nationwide collaborative strategy that will support other institutions to offer viable programmes; and 5) document successful strategies for consideration by other niche courses in Australian higher education.

Associate Professor Kym Fraser

Swinburne University of Technology
National Teaching Fellowship

Programme Title: A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching

Abstract: In 2015 25 percent of 36 Australian universities did not provide more than a one day workshop inducting new staff into teaching and learning. These institutions employed approximately 5,000 new teaching staff in 2015. Representatives from 11 Australian institutions, including eight of the nine institutions without a teaching induction program, have agreed to collaboratively investigate the under-developed area of teaching induction. Through a program of activities this Fellowship will: 1) investigate best practice teaching induction; 2) develop a self-paced, semester long, national, open access Learning and Teaching Induction Program for teaching staff in the Australian higher education sector; and 3) establish an ongoing 'Teaching Induction' Special Interest Group. This collaborative work will be of immense value to the sector as the Fellowship will stimulate a concerted effort to improve the quality of teaching in the sector through the professional development of staff who are new to teaching.

Dr Deanne Gannaway

The University of Queensland
National Teaching Fellowship

Programme Title: Making Connections: Future-proofing the generalist Bachelor of Arts

Abstract: An innovative economy requires workers who can demonstrate logical thinking and argument, emotional intelligence and capacity to adapt to new ideas - outcomes intrinsic to Humanities, Arts and Social Sciences (HASS) disciplines. However, HASS disciplines have tended to operate in isolation, competing for status and resources. This status quo makes it difficult to articulate a value proposition for HASS education that speaks to students and employers. The Bachelor of Arts (BA) remains the means by which students engage with HASS, providing a mechanism for bringing HASS disciplines together. The Fellowship proposes a range of activities designed to foster a community of HASS teachers, senior leaders, students and alumni. This community aims to re-imagine the place of HASS disciplines and the BA in the contemporary higher education context. Fellowship activities include a series of state-based colloquia considering program-level student outcomes; a BA conference to share program-level practices and experiences; and the development of generic guiding principles for adopting whole of program approaches.

Dr Anne Gardner

University of Technology Sydney
National Teaching Fellowship

Programme Title: Professional identity and agency: changing the way STEM students think about their learning and development

Abstract: The increased adoption of blended learning designs, such as flipped instruction, by STEM academics, relies heavily on students being able to take much more responsibility for their own learning than in traditional lecture-based subjects. This fellowship aims to translate research in the various concepts related to how students approach their learning, such as motivation, self-regulation, and ability to take actions that help them achieve their learning goals, and link these with identity frameworks. This will provide students with a way to self-assess their strengths and weaknesses as an individual, independent learner. Contextualised resources developed in this Fellowship will provide students with guidance in addressing their weaknesses and building on their strengths. In this way students will develop the skills to successfully learn in blended environments in university, as well as the ongoing learning opportunities they will meet in professional practice.

Dr Wendy Green

University of Tasmania
National Teaching Fellowship

Programme Title: Engaging students as partners in global learning

Abstract: By engaging students as partners in global learning this Fellowship will enhance their employability in the interconnected world of the 21st century. Although internationalisation of the curriculum (IoC) is prioritised in the National Strategy for International Education and is widely supported by university policies, little attention has been given to students' experiences of, and outcomes from IoC. An internationalised curriculum, as it is understood, intended and enacted by academics can be understood and valued very differently by students. Many students fail to recognize and engage in opportunities for global learning within the formal curriculum, while others are disappointed with its narrow interpretations in their courses. This fellowship will both engage with, and broaden the focus of IoC-related scholarship, from its current focus on engaging academics, to include students as partners in global learning. Fellowship activities will focus national attention and develop expertise on engaging students with academics as co-designers and co-producers of globally-relevant curriculum.

Dr Caroline Mansfield

Murdoch University
National Teaching Fellowship

Programme Title: Promoting resilience in higher education: A collaborative approach to curriculum development for student resilience in teacher education

Abstract: This Fellowship will lead and engage colleagues in the process of curriculum development with a focus on building capacity for resilience in pre-service teachers. Resilience has become an important issue in higher education, particularly in caring professions, such as teaching, where graduates experience high levels of stress in the workplace. Development of resilience skills and strategies has been shown to benefit early career teachers, enabling them to manage multiple challenges, and not only survive but also thrive. Capitalising on the interest and momentum generated by the Fellow's previous work and building on already extensive expertise, a collaborative approach will be used to lead strategic change in teacher education curriculum. Working with teams of colleagues at five universities in different states, contextually responsive approaches to resilience building in teacher education will be developed and embedded. A key deliverable is a series of authentic cases to illustrate innovative approaches to promoting resilience in teaching and learning in higher education.

Associate Professor Lisa Tee

Curtin University
National Teaching Fellowship

Programme Title: Making curriculum visible: Engaging students in learning outcomes and career relevance through a multi-dimensional, interactive map

Abstract: Higher education students make study choices with a limited view of how their programs are structured. This Fellowship will enable academics and students to employ a whole-of-program, interactive map from the point of enrolment. The Fellowship represents a sector-wide program of change using a unique curriculum visualisation tool which has been extensively trialled, and refined. The tool 'MyCourseMap' utilises digital-touch technology and is designed for use on all mobile devices. By presenting curriculum in a more student-centred and visible form, academics engage students as active participants in the negotiation of their study choices. The outputs are threefold. First, participating institutions have multi-dimensional, interactive curriculum maps for use with students. Second, the Fellowship will generate guides through which the broader sector will be able to adopt the tool. Finally, the Fellowship will generate a community of practice who will address the important issue of engaging student with curricula within and beyond the Fellowship.

2015 Fellowships

Dr Ruth Bridgstock

Queensland University of Technology
National Senior Teaching Fellowship

Programme Title: Graduate employability 2.0: building digital capabilities for lifelong career development

Abstract: Australian higher education is galvanised around graduate employability; however, the sector has largely overlooked the influence of digital career capabilities. Employers routinely recruit and screen applicants through social media. However, most graduates and many educators have little idea of how to exploit online environments for career purposes. This senior fellowship will catalyse sector-wide engagement to empower students and staff to build digital career capabilities for graduate employability and lifelong career development. Through exploration of exemplary practice and industry needs, international expert input, an educational toolkit, cultivation of a vibrant community of practice, and case study trials in four universities, it will increase digital career capabilities sectoral awareness; build knowledge of teaching strategies; and increase inclusion in programs. Humanities, Arts, and Social Sciences disciplines are the focus, particularly degrees that are not associated with 'vocational' career pathways. Digital career capabilities are likely to have considerable impact on the outcomes of these graduates. This senior fellowship will be undertaken with a view to disciplinary transferability.

Professor Denise Chalmers

The University of Western Australia
National Senior Teaching Fellowship

Programme Title: Recognising and rewarding teaching: Australian teaching criteria and standards and expert peer review

Abstract: The fellowship will focus on three complementary areas of activity under the unifying theme of rewarding and recognising teaching. The capacity of tertiary institutions to reward and recognise teaching has been elusive, despite progress being made in the development of teaching criteria and the identification of appropriate evidence of teaching excellence. The fellowship will: (1) extend and embed the outcomes of the Australian University Teaching Criteria and Standards project; (2) investigate the feasibility of a sector-developed and endorsed Australian Professional Tertiary Teacher Standards. This will provide an external standard against which individuals and institutions can benchmark teacher quality; (3) investigate and trial a process of peer review that will apply teaching criteria and standards and model how to assess teaching excellence and quality. The fellowship will deliver outcomes for individuals, institutions and the Australian tertiary sector. It will investigate and demonstrate how to enhance and reward university teaching that sustains a focus on teaching that delivers quality student learning experiences.

Professor Amanda Henderson

Griffith University
National Senior Teaching Fellowship

Programme Title: Establishing education governance frameworks between academia and industry

Abstract: The capability and employability of our graduates is optimised through constructive educational partnerships between academia and industry. The quality of student experience and outcomes are enhanced when cross-sector partnerships are founded on effective communication between key stakeholders, clear and agreed learning outcomes, robust assessment processes and mutual understanding and respect for the active contributions of students as partners in the learning process. The intent of this fellowship is to collaboratively develop an education governance framework that operationalises the key factors that optimise student learning in practice situations. This will be progressed through extensive consultation with leaders across a range of disciplines, and by building on the extensive work funded by the OLT, in work integrated learning, learning outcomes, and innovations in design and assessment. This fellowship will synthesise existing resources and frameworks and employ this to facilitate academic and industry forums in articulating the elements of education governance that ensures attainment of standards and thereby enhancing graduate capability and employability.

Dr Adam Bridgeman

The University of Sydney
National Teaching Fellowship

Programme Title: Personalising learning using diagnostic and success data for large cohorts

Abstract: The first year experience for students in degrees characterised by large classes and multiple pathways can be impersonal and disengaging with passive classroom and online environments and anonymous bureaucratic systems. Yet this experience is pivotal for success, retention and progression: it can make or break the relationship with the institution and with higher education, and shape the approaches to learning and attitude that a student adopts.

The fellowship programme will expand existing transition pedagogy to campaign for and empower staff to develop individualised, adaptive learning environments and personalised student experiences for large classes. It will develop the transition framework to focus on ways to coordinate and integrate support and ensure skill development in large and flexible programmes. To achieve this, the fellowship will draw on my work and on expertise in transition, support, technology-enabled learning and learning analytics to develop practical and sustainable approaches. This personalised approach will be championed as a desirable and achievable standard feature of courses.

Associate Professor Kathleen Butler

The University of Newcastle
National Teaching Fellowship

Programme Title: Sociology teaching and Indigenous issues

Abstract: Indigenisation of curriculum remains a significant part of the national tertiary agenda. While ‘whole-of-university’ approaches represent one strategy for this implementation, disciplinary specific initiatives allow for a more targeted inclusion to embed within and transform knowledge systems. This fellowship seeks to formally extend critical conversations on Indigenisation of curriculum to the discipline of sociology. Given sociology’s role in mandatory service teaching to a range of cross-faculty degree programmes such as nursing and teaching the impact of changes within the discipline will resonate beyond the Humanities and Social Sciences. The fellowship will employ focus groups in three states to gather data, culminating in a symposium highlighting models of best practice. These models will be disseminated through a range of means including an ongoing website hosted by The University of Newcastle.

Associate Professor Trevor Cullen

Edith Cowan University
National Teaching Fellowship

Programme Title: A capstone unit for journalism programmes to facilitate the demonstration of graduate capabilities

Abstract: The aim of this fellowship programme is to produce agreed graduate outcomes and standards to inform the development of a journalism capstone unit for use among Australian universities offering undergraduate journalism degrees and majors. It will facilitate improved collaboration with industry to ensure universities fully understand the needs of industry through close interactions with news editors. The programme will also seek to address the considerable differences in the structure, content and delivery of tertiary journalism degrees as identified in previous OLT projects. This variability in courses has contributed to significant differences in standards and difficulties in measuring graduate capabilities. This fellowship will work towards providing, for the first time, a series of agreed criteria and standards to guide teachers in the design and implementation of journalism courses and the implementation of a final-year journalism capstone unit which effectively demonstrates and measures required graduate capabilities.

Dr Kelly Matthews

The University of Queensland
National Teaching Fellowship

Programme Title: Students as partners: reconceptualising the role of students in science degree programme curriculum development

Abstract: This fellowship, with students as partners as its centrepiece, will harness student insight and creativity to transform science curriculum so that students' graduate with a clear sense of learning outcomes and employability skills. The fellowship activities will highlight and outline the benefits of students as partners, for both students' own understanding of their graduate learning outcomes and academics' understanding of curriculum designed to build them. A diverse programme of high profile and impact activities will be undertaken involving establishing a community of scholars, mapping national practices, piloting student-academic partnership activities in the context of The University of Queensland Bachelor of Science review, developing broadly applicable guiding principles for students as partners approaches with case studies, and facilitating national workshops. By linking with international experts and peak Australian bodies, the fellowship will stimulate and shape a national debate on the role of students in curriculum development and will be used as a catalyst to build national and international networks.

Associate Professor Mauro Mocerino

Curtin University
National Teaching Fellowship

Programme Title: Enhancing learning in the laboratory: identifying and promoting best practice in the professional development of demonstrators

Abstract: Laboratory classes are essential components of science and engineering degrees. In response to concerns about the quality of instruction in laboratories, a Laboratory Demonstrators Professional Development Program (LDPDP) was developed to enhance the teaching skills of laboratory demonstrators. In 2013, this LDPDP received an OLT Award for Programs that Enhance Learning. The intended fellowship programme will improve the learning experience of students in laboratories through the enhanced learning experience of students in laboratories through the enhanced professional skills of demonstrators. Following consultation with national and international scholars in institutions that have established professional development programmes, a refined LDPDP will be developed and disseminated across Australia via local facilitators. To increase the profile and benefits of quality laboratory teaching, a framework for an evidenced-based "Certificate of Laboratory Demonstrating" will be developed.

Dr Sarah O'Shea

University of Wollongong
National Teaching Fellowship

Programme Title: Engaging families to engage students: exploring how university outreach activities can forge productive partnerships with families to assist first in family students navigate their higher education journey

Abstract: Successful student access and retention are fundamental to the higher education environment, yet university attrition rates remain alarmingly high. This is particularly noted amongst students who are first-in-family to attend university. This fellowship will build upon an OLT grant that indicated how family members and community play a key role in the educational futures of these learners but are not systematically engaged with by universities. The fellowship will work with outreach practitioners to design, implement and evaluate strategies targeted at engaging those closest to first-in-family learners. Expanding university outreach beyond learners will increase the impact and outcomes of these programs. Deliverables include generic resources designed to engage with family/community; a set of national principles themed on the enactment of this connection and planned dissemination workshops. Outcomes will be (1) structured engagement between universities and the families/communities of learners underpinned by national principles; (2) improved retention rates for first-in-family university students and (3) new networks of practice between university outreach programmes.

Dr Jessica Vanderlelie

Griffith University
National Teaching Fellowship

Programme Title: Partnering with alumni to enhance graduate success in the health science disciplines

Abstract: Graduate employability is high on the national education agenda. As such it is both timely and important to redefine our philosophy for engaging alumni to ensure graduate success. This fellowship proposes that by reshaping our conceptions of alumni worth, appreciating their diversity, capturing their experiences and nuancing our approaches to connecting with them, we can establish an intentional, active and authentic partnership between a university programme and its graduates. Through the proposed programme of activities this fellowship aims to revision the definition of graduate success to more accurately reflect alumni career experiences throughout the graduate lifecycle and develop a theoretical framework and series of online resources that will empower universities to network with alumni in a mutually beneficial manner to shape curriculum renewal, and the tailoring of employability interventions that not only assist undergraduates but support and enrich the professional lives of our alumni.

Associate Professor Jason West

Bond University
National Teaching Fellowship

Programme Title: Approaches to learning and teaching in evolving technology fields to enhance graduate employability

Abstract: Many issues and topics appropriate for undergraduate university level study are simply too complex to be properly investigated within a single discipline. They require the coordinated efforts of many specialists. In contrast to interdisciplinary pedagogies, pluridisciplinarity requires two or more disciplines to fundamentally combine their expertise to jointly address an area of common concern. This approach to learning and teaching is critical for emerging technology fields like Data Science and Big Data. These fields engage in deep knowledge discovery through data inference and exploration, they investigate analytically complex scientific problems and engage in evidence-based analytical rigor to build robust decision capabilities. This fellowship will promote critical conversations between disciplines to develop and deliver effective learning and teaching pedagogies for authentic pluridisciplinary fields, without undermining the integrity of individual disciplines. The programme's objective is to encourage learning and teaching development across rapidly evolving disciplines to improve graduate employability, leveraged through existing learning design networks.

2014 Fellowships

Dr Chelsea Bond

The University of Queensland
National Teaching Fellowship

Program Title: Subject of Inquiry and Mode of Instruction: Indigenous bodies, Indigenous studies and cultural safety in Australian universities

Abstract: Australian universities have expressed a strong commitment to enhancing Indigenous cultural competency so that both Indigenous and non-Indigenous graduates can contribute to 'closing the gap' in Indigenous disadvantage. This has led to a sustained push within the higher education sector to indigenise the curricula across a wide range of disciplines beyond specific Indigenous studies, courses and programs.

The fellowship seeks to enhance the cultural safety of Indigenous academics who teach Indigenous studies within Australian universities in order to strengthen the quantity and quality of Indigenous educators within the sector. It will involve the development of collaborative multi-institutional responses to the challenges facing Indigenous academics who are culturally isolated and often subjected to hostile and confronting learning environments. These strategies will be informed by the experiences of emerging Indigenous academics and the collective wisdom and expertise of established Indigenous academics and institutions. The program of activities will include; a symposium series, teaching exchange opportunities between institutions, and the development of an Indigenous academic network and formalised educator mentoring arrangements, as well as the development of a best practice toolkit for Indigenous academics.

Dr Claire Palermo

Monash University
National Teaching Fellowship

Program Title: Transforming competency-based assessment in nutrition and dietetics

Abstract: A competent nutrition and dietetics workforce is essential to maintain and improve the health of Australians. Competency-based assessment of mandatory work-based learning is a challenge. Capacity for work-based placements and the need to maintain the quality of learning places pressures on competency based assessment. An effective competency based assessment system has the potential to produce graduates better equipped to deal with current nutrition issues. Recent work has demonstrated the need for robust competency-based assessment systems and to build the capacity of the dietetics profession to deliver best practice work-based assessment.

This program of work aims to reform competency-based assessment in dietetics. Specifically, it will work with one program to design revised or new competency-based assessment approaches across multiple workplace based settings. Through a national Community of Practice, assessors in the discipline will be supported to transform their methods of assessment and lead change. The work has potential to be translated to other health professions.

Professor Dennis McDermott

Flinders University
National Senior Teaching Fellowship

Program Title: Having the hard conversations: Strengthening pedagogical effectiveness by working with student and institutional resistance to Indigenous health curriculum

Abstract: Many students and health professionals struggle to engage fully with Indigenous health curricula. North American medical education literature documents student resistance to the role of the social determinants of health in shaping patient presentations. In the Australian context, analysis of colonisation-related determinants can be sufficiently disquieting to lead to varying levels of student disengagement. Future efficacy in Indigenous health, through attainment of a comprehensively-informed, nuanced skill-set, along with the development of culturally-safe practice, is jeopardised. Additionally, without a critical mass of institutional support, Indigenous pedagogical perspectives can be discounted and core subject status dismantled.

This senior fellowship will collaboratively develop a program of activities that addresses the challenges of student and institutional engagement. Dissemination activities, involving national stakeholders, will embed strategies to increase the effectiveness of teaching in Indigenous health. Briefings will also be held with accreditation bodies, the key audience overseeing health professional curricula, to seek a targeted strengthening of institutional support for curriculum and staff.

Dr Elizabeth Beckmann

The Australian National University
National Teaching Fellowship

Program Title: Professional recognition and self-efficacy in university teachers as tools to enhance teaching quality

Abstract: Self-efficacy determines an individual's relative effort, perseverance, emotional response and resilience and is generally considered a reliable predictor of performance. The interactions between beliefs and performance in teaching are clearly complex and multi-faceted, and influenced by workplace values and potentialities.

This fellowship will spotlight the keystone of quality university teaching, namely academics' own beliefs that they can teach well. The interactions between beliefs and performance in university teaching are complex, multi-faceted and influenced by workplace values. Through the lens of the psychological construct of self-efficacy, and in the context of the new ANU Educational Fellowship Scheme, accredited through the Higher Education Academy's Professional Standards Framework, this fellowship will explore the potential for a broad-based professional recognition strategy to foster reflective practice, peer engagement and innovation in university teaching.

Professor Geoff Scott

University of Western Sydney
National Senior Teaching Fellowship

Program Title: Assuring the quality of achievement standards and their valid assessment in Australian higher education

Abstract: Australia benefits greatly from a national and international reputation for high academic standards and high quality universities, courses and graduates. When questions are raised in this area, they are often associated with assessment and how you are assessed defines the curriculum under which you study. Assessment has the potential to be used as a strategic tool by educators that can define the learning that will be achieved and guide students into effective approaches for study. Equally, poorly designed assessment has the potential to hinder learning and stifle curriculum innovation.

This senior fellowship will develop the capacity of the sector to ensure that the quality of graduates being produced by our universities is relevant to the rapidly changing needs of the 21st century. The fellow will consider how multiple reference points might best be used to ensure the graduate capabilities developed in different fields of education are both relevant and desirable. This work will begin with a user-tested design process at the University of Western Sydney and following this, learnings, enhanced through international benchmarking, will be used to deliver workshops across the country to be followed by a national conference on what has been learnt.

Professor Joe Shapter

Flinders University
National Teaching Fellowship

Program Title: Developing tailored study plans for the new higher education environment

Abstract: The higher education sector is at a crossroads. Approaches used to engage students for the better part of the last thousand years are no longer working and the problem is likely to get worse. It is timely that the sector examines paths forward to address and indeed engage in the new environment in which it will work in the future.

This fellowship will catalyse and inform (by examination of best practice in Australia and elsewhere) a sector-wide discussion regarding the future of study pathways within Australian universities, private providers and TAFEs by engaging students, staff, professional associations, industry and other interested parties. The outcome of the fellowship will be options for institutions that promote high-level student engagement in the emerging environment but still guarantee that Australian higher education will provide the highest quality education possible.

Dr John Willison

The University of Adelaide
National Teaching Fellowship

Program Title: Realising research modes of learning for Masters by coursework using state-based clusters

Abstract: Universities in Australia and internationally are adopting research modes of learning to cognitively and socially engage students and to demonstrate how their research environments genuinely influence programs of study. For Masters by coursework, this pedagogical shift is accentuated by the research requirements of Australian Qualifications Framework level 9 (Masters) and the expected through-traffic to PhD studies. However, pedagogies that facilitate effective learning in research mode are currently underdeveloped at Masters level.

This fellowship will facilitate the development of research pedagogies appropriate for Masters by coursework degree programs. Using the Research Skill Development framework as a language in common, the fellowship will foster collegial networks in four states that act as points of crystallisation and action for developing these pedagogies and draw widespread attention to the project. Such clusters and emerging research pedagogies will be of particular importance in enabling international students to satisfy the research requirements of Masters study and all students to develop appropriate cognitive skills for employment or PhD study.

Associate Professor Karen Martin

Griffith University
National Teaching Fellowship

Program Title: Aboriginal Studies in Higher Education in the 21st Century: a framework for learning; teaching; leadership and change

Abstract: The participation and outcomes of Aboriginal and Torres Strait Islander peoples in higher education needs to increase through the provision of inclusive curriculum, and Aboriginal cultures and histories in the courses and subjects of higher education institutions. This is frequently referred to as 'Indigenising' higher education courses. Its significance has featured in policy since 1989 with the introduction of the National Aboriginal Education Policy (Department of Employment, Education and Training) and it remains a significant goal for Australian institutions.

This fellowship aims to increase participation outcomes for Aboriginal and Torres Strait Islander students by extending existing work at Griffith University to take a whole-of-university approach to leadership and partnerships regarding Aboriginal curriculum development. It will explore the role of Aboriginal studies in higher education in the 21st Century including its role in relation to Aboriginal student access, participation and outcomes. Through the fellowship activities, the structures, processes, content and contexts of Aboriginal studies in higher education will inform an Aboriginal studies framework and a handbook of guiding principles for policy and leadership as well as practice guides for curriculum and leadership and exemplars.

Dr Katelyn Barney

The University of Queensland
National Teaching Fellowship

Program Title: Pathways to Postgraduate Study for Indigenous Australian Students: Enhancing the Transition to Research Higher Degrees

Abstract: Aboriginal and Torres Strait Islander students are still grossly under-represented in Higher Degrees by Research (HDRs) when compared to non-Indigenous students. There is a need to build pathways for undergraduate Aboriginal and Torres Strait Islander students to consider HDRs as an option.

The aims of this fellowship are to facilitate an approach to address the issue of low participation rates for Aboriginal and Torres Strait Islander students in HDR programs and to promote a national dialogue in the higher education sector to support successful pathways for Aboriginal and Torres Strait Islander students into HDR programs across disciplines. Outcomes from the fellowship have significant potential to increase Indigenous HDR enrolments across Australia by stimulating change in universities to implement stronger research pathways from undergraduate to postgraduate study for Aboriginal and Torres Strait Islander students.

Dr Marina Harvey

Macquarie University
National Teaching Fellowship

Program Title: Quality learning and teaching with sessional staff: systematising national standards

Abstract: The majority of teaching in Australian universities is undertaken by sessional staff yet these staff they have been at the periphery of learning and teaching plans. This fellowship will address the issue of systematising good practice for learning and teaching with sessional staff through the implementation and embedding of national standards. It builds upon and extends the outcomes of an existing OLT project, Benchmarking Leadership and Advancement of Standards for Sessional Teaching. The diverse program of activities aims to stimulate strategic change in higher education institutions and includes: state benchmarking fora; inter-institutional benchmarking; pilots with private providers; action research projects; and scholarly dissemination of research, innovation and good practice case studies. The fellowship activities will be used as a conduit to build national and international partnerships.

Professor Pauline Ross

University of Western Sydney
National Teaching Fellowship

Program Title: Reconceptualising the academic role in the sciences

Abstract: Higher education and academics are under an onslaught of pressures. To create the student and academic success desired to reconfigure the higher education landscape, the academic role needs to differentiate.

This fellowship will reconceptualise the academic role and create a framework to evaluate academic teaching in the sciences. The lack of differentiation in the academic role is being felt acutely by the Science, Technology, Engineering and Mathematics (STEM) disciplines where the pervasive emphasis has been on research. Declining enrolments and perceived falling standards of STEM graduates, both nationally and internationally, raises concerns about the future pipeline of STEM graduates and a public that is well disposed towards science.

The fellowship will involve work with higher education institutions, peak bodies, senior leaders in disciplinary research and teaching and early-mid career academics. It will reconceptualise the academic role in the sciences and create an evaluation framework to ensure Australia has excellent academics in STEM into the future.

Professor Roy Tasker

University of Western Sydney
National Senior Teaching Fellowship

Program Title: Research into practice: evidence-informed best practice visualisation for a deeper understanding of science

Abstract: Learning science involves imagination and modelling of imperceptible phenomena, such as molecular events, force fields and energy changes, to explain observable phenomena (for example, smells) and to create new insights. Visualisation of these imperceptible phenomena is the key to making meaning from the symbolism and mathematics in science that too often alienates novice students.

This senior fellowship will lead a national conversation on visualisation in university science, informed by cognitive science research on the factors determining how the brain perceives, process, stores and receives audio-visual information. In a series of workshops, participants will experience best practice as they learn good design principles for visualisations and strategies for how to use them in their teaching. In follow-up workshops, students will apply what they have learnt to design their own visualisations of challenging threshold concepts.

2014 Higher Education Standards Panel Research Fellow

Professor Christine Ewan

University of Wollongong

Program Title: National consensus on higher education standards in a disaggregated learning environment

Abstract: The present international and national higher education landscape is characterised by a drive towards flexibility, diversity, accessibility, transportability, quality assurance and improvement, consistency and comparability. On the face of it some of these drivers could appear to be mutually contradictory. However, the common theme uniting all of them is the identification and operationalisation of standards and the development of ways to verify that those standards have been achieved as learning outcomes. The definition of standards is itself a fraught task, largely because the term has many potential meanings and the dialogue is therefore often hampered by ambiguity.

The focus of this fellowship will be the development of a national consensus, informed by existing national and international practice, on the ways in which institutions can demonstrate to themselves and the regulator that their engagement in alternative disaggregated and distributed delivery methods for award courses is compliant with the Higher Education Standards Framework. Incorporating a review of the literature, site visits, interviews, consultations and workshops, it will provide a focus for sharing the considerable expertise that already exists in Australia and in established international networks. It will synthesise the various national and international as well as disciplinary and institutional perspectives, incorporating the views of private and non-self-accrediting higher education providers as well as universities, students, teachers and employers. An issues and possibilities paper will be iteratively refined and shared at a national forum, resulting in a report that will inform the application of some of the Threshold Standards, particularly relating to course accreditation and qualification standards.

2013 Fellowships

Associate Professor Garry Hoban

University of Wollongong

National Senior Teaching Fellowship

Program Title: Explaining and communicating science: partnership with science and science teacher education academics to support implementation of student-created digital media assignments

Abstract: This fellowship will support science and science teacher education academics in implementing assignments that can incorporate a range of narrated student-created digital media. These will engage students in learning, explaining and communication science to address new teaching and learning standards.

Associate Professor Nicolette Lee

Victoria University

National Senior Teaching Fellowship

Program Title: Capstone curriculum across disciplines: synthesising theory, practice and policy to provide practical tools for curriculum design.

Abstract: Capstone curriculum is of increasing importance in Australia as a locus of assessing discipline threshold standards and Australian Qualification Framework levels. However, capstone curriculum is extraordinarily diverse and increasingly must meet an array of student, institutional and sector needs, including threshold standards. This fellowship will build on previous and current work in the sector to identify capstone innovation and models-in-use, how standards might be demonstrated through a range of approaches and to provide publicly available and comprehensive practical tools for staff.

Associate Professor Mark Brimble

Griffith University

National Teaching Fellowship

Program Title: Facilitating and promoting work-integrated learning in an emerging profession (financial planning)

Abstract: This fellowship will develop work-integrated learning standards that complement and are aligned with the National Financial Planning Curriculum and Accreditation Framework to improve student work-readiness, graduate capabilities and employability.

Dr Christine Creagh

Murdoch University
National Teaching Fellowship

Program Title: Work It Out: Enhancing students' problem solving skills

Abstract: Many students arrive at university without the basic skills and background they need to study physics at first year level. This creates a significant problem because it has impact on the success rate for many degrees that include first year physics as a core subject. This fellowship will develop an open education online resource that will show experts engage in physics "Work It Out" activities. This online reference material will be available to students to support their learning by modelling and mapping their capabilities.

Professor Jeffrey Giddings

Griffith University
National Teaching Fellowship

Program Title: Reciprocal professional development enhancing law students supervision in practical based contexts

Abstract: This fellowship aims to develop a framework for enhancing the supervision of students in law-related practice contexts. It seeks to enhance the placement experience for both the student and the supervisor.

Associate Professor Romy Lawson

James Cook University
National Teaching Fellowship

Program Title: Curriculum design for assuring learning in business education

Abstract: Quality in teaching and learning is a key issue in Australian higher education and it is therefore important for institutions to be able to make explicit the expectations they have of students. This fellowship aims to determine how to ensure that these attributes get developed during degree programs and how it can be evidence that this leads to continuous improvement. It will focus on reviewing curriculum design to make sure a holistic, integrated, collaborative and maintainable approach is being adopted to foster these expectations through the program.

Professor Maree O'Keefe

The University of Adelaide
National Teaching Fellowship

Program Title: Collaborating across boundaries: a framework for an integrated inter-professional curriculum

Abstract: Inter-professional (IPL) activities offer many opportunities for students to develop collaborative capabilities. However, there are significant challenges associated with working across traditional disciplinary boundaries, especially within the core curriculum. This fellowship aims to develop a framework for integrated IPL curricula across medicine, dentistry and nursing with a particular focus on academic staff, knowledge and attributes.

Dr Lynne Roberts

Curtin University
National Teaching Fellowship

Program Title: Identifying, developing and disseminating best practice in supporting honours dissertation supervision

Abstract: Honours is a transition period where students move from undergraduate coursework to completing independent research prior to continuing with postgraduate study or entering the workforce. Previous studies have suggested that a disjuncture exists between supervisor and student expectations and this fellowship aims to identify, develop and disseminate best practice to support supervisors of honours students.

Associate Professor Manjula Sharma

The University of Sydney
National Teaching Fellowship

Program Title: More active lecture approaches in science and mathematics: using expert cultural capital to drive change

Abstract: No feature of science and mathematics education receives more stinging criticism than the lectures. Yet well-conceived lectures enhance a student's on-campus experience. This fellowship will disseminate existing good practices with a view to empowering effective staff to drive change utilising a distributed leadership approach.

2012 Fellowships

Associate Professor Sophie Arkoudis

The University of Melbourne
National Senior Teaching Fellowship

Program Title: Embedding English language learning in higher education curricula

Abstract: The Fellow will develop resources, establish processes and foster a systematic approach in higher education institutions to enhance the English language development of all students. A national handbook which provides accessible, pragmatic and practical ideas to embed English language in higher education curricula will be a principal outcome of this fellowship.

Associate Professor Angela Carbone

Monash University
National Senior Teaching Fellowship

Program Title: Developing Excellence in Learning and Teaching through Peer Assisted teaching Scheme

Abstract: The Fellow aims to provide an adaptable framework to address the gap in teacher workforce development, and capacity building in higher education. It will build on the outcomes of her 2010 ALTC Fellowship.

Professor Ross Guest

Griffith University
National Senior Teaching Fellowship

Program Title: Embedding and Benchmarking Core Knowledge and Skills as the Foundation for Learning Standards in the Undergraduate Economics Curriculum.

Abstract: The Fellow aims to develop learning standards in economics, and to align and benchmark learning outcomes with disciplinary knowledge and skills

Professor David Wilkinson

Macquarie University
National Senior Teaching Fellowship

Program Title: From concept towards implementation: nationwide collaborative assessment of Australian medical students

Abstract: The Fellow aims to study global models of sector-wide collaborative assessment of medical students and develop a shared assessment framework for Australia.

Associate Professor Carmela Briguglio

Curtin University
National Teaching Fellowship

Program Title: Embedding English Language Development into the Disciplines

Abstract: Best-practice research indicates that English language development in discipline based units is likely to have the greatest success in developing students' English language proficiency. The Fellow will use the findings of this research to embed English language development across a range of courses at Curtin

Dr Scott Harrison

Griffith University
National Teaching Fellowship

Program Title: Promoting, acting on and evaluating quality teaching and learning in music higher degrees.

Abstract: This Fellow aims to address the issue of how to provide a more engaging doctoral experience. The program builds on the outcomes of the ALTC funded project, Creative Arts PhD – future-proofing the creative arts in higher education (2009) and will specifically promote national and international understanding of quality research training methods in music higher degrees.

Dr Liz Johnson

La Trobe University
National Teaching Fellowship

Program Title: Changing the game: a national approach to learning and teaching for science and mathematics

Abstract: The Fellow seeks to foster national engagement with learning and teaching in science and mathematics in Australian universities. The Fellowship has been developed in partnership with Australian Council of Deans of Science to create a national focus for discussion and engagement with best practice in learning and teaching

Dr Margaret Lloyd

Queensland University of Queensland
National Teaching Fellowship

Program Title: Finding the balance: Managing tensions and synergies in whole-of-course degree

Abstract: The Fellow aims to address how course designers balance the interests of their institution and discipline-specific professional standards with the external industry and regulatory authority for course accreditation. A model and guidelines to provide practical advice in designing courses will be developed.

Dr Mitch Parsell

Macquarie University
National Teaching Fellowship

Program Title: Standards for Distance Learning

Abstract: The Fellow aims to develop and test standards for distance learning which will be explicitly and deliberately aligned with the TEQSA Standards Framework and sensitive to the specific context of distance learning.

Dr Lisa Wynn

Macquarie University
National Teaching Fellowship

Program Title: Facilitating human research ethics review for student research

Abstract: The Fellow aims to investigate how undergraduate students conduct original research in social science disciplines and what barriers teachers and universities face in supporting this research. The fellowship will be used to distil a best-practice model and communicate policy recommendations to Australian universities.